DOCUMENT RESUME

ED 037 848 EC 005 136

TITLE	Report of Institute on the Administration of Special Education.
INSTITUTION	Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE	69
NOTE	32p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.70
DESCRIPTORS	*Administration, Administrator Responsibility, Cooperative Programs, Educational Finance, *Educational Legislation, Educational Programs, Educational Trends, *Exceptional Child Education, Federal Aid, *Handicapped Children, Instructional Materials Centers, Interagency Cooperation, Program Administration, Public Relations, Student Placement, Teacher Education, Vocational Education
IDENTIFIERS	Elementary and Secondary Education Act, ESEA, Mississippi

ABSTRACT

W. Owens Corner discusses the role of the special education supervisor in promoting his program and describes trends in special education. Questions raised by the institute participants and involving various aspects of administration are listed; presentations by members of the state department of education are summarized concerning provisions of the Elementary and Secondary Education Act and the cooperative agreement between the state vocational education division and the special education office. An institute critique is included. (JD)

ED037848

REPORT OF

INSTITUTE ON THE ADMINISTRATION

OF

SPECIAL EDUCATION

August 5-7, 1969

Jackson, Mississippi

EC005196

ED037848

Report of

INSTITUTE ON THE ADMINISTRATION

OF

SPECIAL EDUCATION

Sponsored by the

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION

SPECIAL EDUCATION OFFICE

Directed by

THE UNIVERSITIES CENTER - JACKSON

August 5-7, 1969
Jackson, Mississippi

Financed under Public Law 85-926,
as Amended by Public Law 88-164

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INSTITUTE
ON
THE ADMINISTRATION OF SPECIAL EDUCATION

Tuesday, August 5, 1969

9:00 - 10:00	Registration
10:00 - 10:15	General Session Welcome: A. P. Bennett
10:15 - 11:00	Special Education - Obligation or Opportunity? Dr. Owens Corder
11:00 - 11:30	Introduction of Staff Herman K. White Organization of Institute Dr. W. R. Burris
11:30 - 12:45	Lunch
12:45 - 1:45	General Session New Directions in Special Education Dr. Owens Corder
1:45 - 2:00	Break
2:00 - 4:00	Group Meetings

Wednesday, August 6, 1969

8:30 - 9:15	General Session Minimum Foundation and Title VI, ESEA Herman K. White
9:15 - 10:00	Title I, ESEA A. C. Bilbo
10:00 - 10:30	Break
10:30 - 11:30	Title III, ESEA W. O. Best
11:30 - 1:15	Lunch
1:15 - 1:45	General Session, Continued Cooperative Programs Hubert Furr
1:45 - 2:15	Vocational Education Amendments of 1968 W. T. Taylor

2:15 - 2:30 Break

2:30 - 3:00 Instructional Materials Center
Herman K. White

3:00 - 4:15 Group Meetings to Clarify Questions

Thursday, August 7, 1969

8:30 General Session
Practical Considerations in Program Development
State Special Education Office Staff

Mechanics of Organizing

Arrangements for Housing & Financing

Identifying, Referring and Screening Children

Obtaining Personnel

Providing Suitable Materials

Arrangements for Integration with Over-all School Program

12:00 - 1:30 Lunch

1:30 - 2:30 General Session, Continued

2:30 - 3:00 "Wrap-Up"

Program Participants:

Dr. Owens Corder
Director of Special Education
State Department of Education
Columbia, South Carolina

State Department of Education Personnel:

A. P. Bennett
Director, Division of Instruction

Herman K. White
Supervisor of Special Education
Coordinator of Title VI, ESEA

Mrs. Marilyn Allen
Consultant, Speech & Hearing
Special Education Office

Mrs. Carolyn McGuire
Consultant, Professional Training Program & Secondary Level Program
Special Education Office

A. C. Bilbo
Supervisor of Programs Section
Title I, ESEA

W. O. Best
Coordinator, Title III, ESEA

Hubert Furr
Chief of Rehabilitation Services
Division of Vocational Rehabilitation

W. T. Taylor
Supervisor of Disadvantaged and Handicapped
Division of Vocational Education

Institute Director:

Dr. W. R. Burris
Associate Professor
The Universities Center - Jackson

SPECIAL EDUCATION - OBLIGATION OR OPPORTUNITY?
Dr. W. Owens Corder

The word "obligation" connotes something that one is bound to do. It becomes one's duty. We have an obligation to pay taxes, to defend our families, our country. Society has an obligation to see that all boys and girls are given an opportunity to develop to their maximum potential. Societies have not always felt this responsibility. For example, (1) Spartans, (2) During the middle ages, (3) the Protestant Reformation. Another example, the first school for normal individuals began in 1635 in Boston. The first class for the retarded was begun in Providence, Rhode Island in 1896. Thus, 261 years elapsed between the start of schools for normals and classes for retarded. I don't know how old Special Education is in Mississippi, but I know that the first law which made it possible to start Special Classes in South Carolina was passed in 1954. Some 15-20 states have mandatory legislation for Special Education. While there are arguments for and against such legislation, I have taken the position that unless the legislature provides sufficient funds to train teachers, provides additional classroom space, makes provisions for transportation and a host of other additions, mandatory legislation will defeat the very purpose of special education. Research has repeatedly shown that merely starting classes without sound planning, trained teachers, and adequate facilities will not enhance the academic achievement of handicapped children. Starting special classes without planning for a sequential program from 6 to 18 will not eventuate into job placement nor social and personal adequacy. Simply labeling a class "special" does not improve the personal, social, or academic development of exceptional children. Haphazardly established classes are a waste of the taxpayers' money and a waste of potential teachers. Carefully planned programs are expensive (about $900) per child but they enable the individual involved to return to society about ten dollars for every one invested. Such an investment is both economical and sound. School districts should plan five years in advance for a total and complete program. The time for mandatory legislation is when one has exhausted the interest of local school systems to provide programs. Most states are far from this saturation point.

Make no mistake about it--our obligation is clear. Either we train these youngsters to become useful contributing members of society or we will pay large sums when they become wards of the state, delinquents, criminals, prostitutes, etc. If we believe in democracy, in our way of life, we must face up to and make up for the inequalities in potential, aptitude, and motivation.

Now to turn to the part that I really want to speak to--your opportunity as supervisor of special education at the local level. When Winston Churchill became Prime Minister of Great Britain, it was during England's darkest hour, but with bull dog determination he told them in words which have become historic--"We shall fight them on the beaches,

we shall fight them on the landing grounds, we shall fight them in the hill, and in fields, and in the streets, we shall never surrender-- This is England's finest hour." I firmly believe that this is our finest hour for enduring investments, daring challenges, and fruitful harvest. It will take determined efforts, but you have the know-how, the concern, and the willingness to see it through to the end -- maximum services for the thousands of handicapped children in Mississippi.

Your task is not an easy one. I am sure that there are times when you wonder, "Why in the name of Heaven did I get into this mess?" In a sense you have blazed and will blaze the trail. You will walk the lonesome valley, but others will join you in the future until one day the path will become bright. As you approach the eve of another school year with all of its opportunities, challenges, and perhaps disappoints, I challenge you to:

1. Believe in yourself -- First of all, if you don't then no one else will. Bovee said, "Doubt whom you will, but never doubt yourself. Vergil declared, For they can conquer who believe they can. You must have the confidence which demonstrates to others -- I know what I am doing, I am proud to being doing it, and I can help handicapped children and youngsters.

2. Believe that your job is worthwhile -- It was Shakespeare who said, To climb steep hills requires slow pace at first. Great battles are not won overnight. Long and arduous roads are not traveled in a few hours. It is only as you believe that you are devoting your energies to a worthwhile cause can you see it through to the end. You see, you must have a complete dedication to your job. You must believe that working with handicapped children is not a matter of the lowness of the persons' ability to achieve, but it is dependent upon the highest of your ability to train. It must not be an altruistic dream, nor a charitable viewpoint; you must set high standards for well conceived and developed programs.

3. You must be willing to work hard -- there is no room for lazy people to work with handicapped children. If a job is worth doing, it is worth working hard at. Edison said, Genius is 99 perspiration and 1 per cent inspiration. Said he, I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by work.

4. Be a team player not a lone ranger -- After all, the lone ranger does have Tonto, Silver, and silver bullets. He fights to demonstrate that crime does not pay. You already know this, it becomes your job to help train handicapped individuals so that they will not become criminals, wards of society, or delinquents. You can not do the job alone. You need the cooperation of many disciplines, parents, administrators, and fellow teachers. You must seek the advise of others, realize your limitations, consider the rights of others, but insist on your own rights.

5. Keep abreast with the latest research and practices in your field. Things are changing so rapidly that good practices today may be obsolete tomorrow. Read the journals, books, and take advantage of inservice training. Join other groups which have similar interests. Continue your training whenever the opportunity arises.

A safety engineer tells how he was able to overcome the prejudices of a group: (1) I found out what their objections were, (2) I had sufficient data to show them where the objections were wrong, and (3) I cooperated with them in making the change.

The prophet Joel may have had a point for Special Education Administrators when he said, Your old men shall dream dreams, your young men shall see visions. I would paraphrase, the practical, unimaginative, realistic special educators shall see objections, and obstacles, merely wish and daydream; the imaginative, innovative, dynamic, scientific special educators shall see objections, obtain sufficient data to show them where they are wrong, and cooperate in making the change.

The studious and scientific administrator will have vision. Vision is the ability for unusual discernment or foresight. He will have dedication which is the strongly developed sense of dominant purpose and direction. He will be a man of action. Action is the confident, determined, mobilized effort of leadership. He will be able to bring diversified efforts into unified purpose. He will be able to evaluate. Evaluation is the ability to take research, his ideas, and the ideas of others, classify and arrange them so as to shed light on a solution to the problem. But, he will perish with his vision unless there is action, dedication is noble, but nobility will fade and fail unless there is demonstration; having sufficient data is priceless, but constant evaluation is a must if the program remains effective. In the last analysis the program is only as strong as the objectives are sound. In a world full of organizations where some tend to be thought of as good just because they once served a purpose and still exist, the administrator must know what he is striving for before others will be convinced. Ultimately, the administrator must produce results. There must be action and accomplishment. To cut across indecision with determination, to transform indifference into enthusiastic creation, to convert doubt of possibilities into actuality is the prerogative and obligation of each of you.

6. Sell yourself and your program to others. Avail yourself of every opportunity to speak to civic groups, interested parents, and to high school groups. We never refuse an opportunity to speak to high school groups. It is here that you will get young men and women interested in going into the field of special education. It is here that you can sell the program in the community. Down in Charleston, South Carolina, a teacher enlisted the Beta Club and the Honor Society in working with retarded children. Our state has a group of young people who serve on a planning committee for handicapped children. The drive and enthusiasm that these youngsters have is unbelievable. We enlight them to work in summer camps, etc. Youngsters can sell your program better than TV, radio, or newspaper.

You have the opportunity to sell your program and you must take the lead in doing it:

1. Not as a disjunction but as unification

   As we probe into the complexities, diversities, and individualities of handicapped youngsters, more and more we realize that we must have a united effort. The classroom teacher cannot meet all the needs of these individuals; neither can the psychologists, social workers, nor any one discipline solve all the problems. However, when these disciplines pool their talents and knowledge into a concentrated effort, the odds of failure are minimized. So you see, you are the key to comprehensive planning and attack. It becomes a sharing of many resources for solving diversified problems. One discipline seeks to compliment another. The weaknesses become less glaring and the strengths are accentuated. One illustration and I must move on - Johnny and his cussing mother.

2. It is not a cure-all, but an excellent prescription.

   We cannot and must not fool ourselves into believing that the special classes as they are now constituted will solve all of our dilemmas. Too often a plan is devised and initiated -- if it works for the majority, we accept it as being good and continue with it, giving little thought to possible modification. I contend that an effective program must meet all the needs of all its clients. Therefore, if it does not, the prescription should be changed. A recent pain in my side. At this point I am not suggesting a change; neither will I offer an alternative. Suffice it to say that this is a fast moving and changing world; we must keep abreast of research; and we must be prepared to make the necessary changes when circumstances dictate them.

3. It is not a luxury but a necessity.

   Some few have referred to this program as "icing on the cake". We think of the special program as a vital part of the ingredients which make up the cake. Without this component the cake has little or no taste and lacks the nourishment necessary for growth of the individual. If there is no program at the secondary level, early training is useless. Primary and intermediate programs serve as the "lead-off men", but there must be "clean-up hitters" to move the youngsters toward the ultimate goal of becoming useful and contributing members of our society. The Lee Hat Company had a slogan, "Don't be satisfied with anything less than the best, don't be satisfied with anything less than a Lee". Our slogan should be, "Don't be satisfied with anything less than a comprehensive program, don't be satisfied with anything less than sound and careful preparation for handicapped youth".

4. It is not the end, but the beginning.

The programs now underway are a beginning. The goal has not been reached, nor am I sure that it is completely in sight. Much has been accomplished, but "the battle is not done." We must find ways and means to reach all handicapped children. The first line has been cracked, but there are many, many more obstacles to cross.

(a) We must discover new avenues to finance more and better programs. We must seek new and better ways to use more effectively the finances we presently have at our disposal.

(b) We must find methods to eliminate some of our failures. For example, how can we reduce the number of drop-outs? How can we help certain youngsters avoid job failures, social insecurity, peer maladjustment?

We have made a good beginning, and good beginnings are important. But, in providing education for all, the race becomes long and arduous. To dream the seemingly impossible dream of maximum education for youngsters with minimum ability, we must continue to join hands, hearts, and minds together in seeking the solutions to apparently unsolvable problems.

In conclusion, need I reiterate -- the need is tremendous, we are already behind, and the task before us is difficult, but it is surmountable. I have not tried to tell you how many classes to initiate, how these classes should be operated, nor what should be included in an instructional program for handicapped children. I am leaving this to you and your teachers. Maximum education for exceptional children can not be reached overnight nor in one year. We are already behind. We can ill afford any further delay. You can complete it and be justly proud of your accomplishments. It will require initiative, imagination, innovation, and planning.

A. Rutledge in his delightful book, It Will Be Daybreak Soon, tells of the old janitor who kept the boiler room immaculately clean. When asked how he managed to keep it spotless, he replied, "Well, Captain, I've got a glory". You see, "I have a glory, too". I believe that working with handicapped children is my calling and I am completely dedicated to it. When you feel this glory and this complete dedication, you will find ways and means of helping handicapped children. This help can not be measured in dollars and cents, houses or land, silver or gold. When you help a handicapped child, the worth can never be told. The battle is not done, the path is becoming brighter but it does not shine brightly, the sun is rising but there is still an elipse, the bells are ringing, but the chimes are not loud and clear. My challenge to you this morning is that you feel the obligation so strongly and that your dedication become so convincing that the battle will be won, the sun will shine brightly, the bells will peel the dawn of a new day, and a new hope of maximum services for the thousands of handicapped children in Mississippi.

NEW DIRECTIONS IN SPECIAL EDUCATION
Dr. W. Owens Corder

The public is demanding more from schools today than ever before and seems to believe that the schools can provide answers to many of the problems of children and youth. The public is also willing to invest money in order to make the schools more effective. One has only to look at the newspapers, magazines, textbooks, and research reports to see the deep faith now placed in the nation's schools.

While education for exceptional children has been late in developing and slow in expanding, it has gained momentum and is now growing by "leaps and bounds". Schools for the elite and college bound began in Boston in 1635. The first special class for retarded children began in Providence in 1896. Thus, 261 years elapsed between the first public school classes and special classes. There are a number of reasons for this lag. I will mention only a few.

1. The belief that intelligence was fixed once and for all by genes.

2. The stigma attached to an individual being handicapped.

3. The reluctance on the part of parents to accept the fact that their child was handicapped.

4. The emphasis on mass education and the concern for the needs of society rather than the needs of an individual.

However, the pendulum is beginning to swing.

1. No longer do we regard intelligence as fixed once and for all by the genes. We look upon it as pliable and conclude that it can be enhanced or hindered by environment and training.

2. Society in general is more accepting and understanding of the handicapped.

3. Parents are becoming more sophisticated and are not only willing to admit they have a handicapped child, but are demanding that education commensurate with his ability be provided.

4. More and more educators are looking at and analyzing individual differences. No longer do they regard children and youth as "pegs" which can be fitted into one hole or slot.

5. Finally, we are realizing that improvement of society is highly correlated with improvement in individuals.

Each of you knows that the vast majority of youngsters can and will fit into this "mold" which the public school provides. However, our concern this afternoon is for those 10% who are different. In some cases it may be 15% or more.

Nonetheless, we know that this group deviates to such an extent that special services are required. Many of these youngsters cannot meet the rigid requirements of four units of English, two in math, two in science, etc. Most will not go on to college nor become highly skilled in a trade. But, if research is any indication, these boys and girls will marry, be employed, rear families, build homes, get on boards of trustees, and play a part in community, state, and national affairs. Some will be called upon to defend our rights to be free. Some will pay the supreme price for us to enjoy living in the greatest nation ever conceived and formed.

Schools have the general problem of developing and conducting a program of education for all pupils and the special problem of making adjustments and adaptations to meet individual needs. In a democratic society we believe that all children should be given opportunity to reach their maximum potential. The problem of adjustment to the physical, social, and spiritual forces of our environment is basic in its nature and cosmic in its reach.

Trends in Special Education

1. Downward extension of classes and services to handicapped children. More and more special educators and educators are realizing that if we are to appreciatively alter the intellectual, emotional, and physical functioning of handicapped children, we must begin earlier. In most of the cases, if we wait until the child is six years old, it is too late. My Book on Physical Training.

2. Upward extension--More and more special education will combine with vocational rehabilitation, vocational education, technical education, and other agencies designed to properly evaluate and place these youngsters on jobs. In addition, there will be intensive and extensive follow up of these individuals to insure that proper placement has been made. More emphasis will be placed on preparation for life and jobs. They are losing jobs, not because of lack of job sophistication, but others,----

3. There will be an influx of materials and equipment--some of these are good but many are poorly conceived and designed and are a waste of money. The trend will be to train people for positions in materials centers and we will look to these specialist to evaluate materials for us.

4. There will be more definitive evaluation and diagnosis by specialists who are trained in psycho-educational aspects of handicapping conditions. Generally, we have followed this procedure, The kid has difficulty in school, is referred to a clinical psychologist, is examined and recommended for special class. He is never re-evaluated and consequently remains in this class the remainder of his school career.

5. Clinical approach to teaching--No longer will we regard these youngsters as a homogenous group, but that they are all different and will need a different approach to teaching.

6. The trend will be away from a special contained class and toward a variety of placement with none of the static placements.

7. The trend will be to keep more children at home and educate in a public setting. As parents become more sophisticated and out-spoken, they will demand that their kiddies remain at home and receive their education in public schools. It is going to require a different approach to training and close cooperation and coordination among agencies.

8. Regional Centers for Blind, Deaf, Trainable, Deaf-Blind. More and more we will have to solve the transportation problem so that these children can be transported to centers for education.

9. Identification and training of children with learning disabilities. Authorities vary in their estimates of these children but somewhere between 5 and 10 per cent of the children will fall in this category with dyslexia, aphasia, agraphia, and other learning problems.

10. Total involvement including training of parents--A parent is totally and completely unprepared to raise a handicapped child.

11. More federal funds for a while, then a gradual decrease with local and state funds assuming the burden of finance.

12. Better evaluation of programs--As more and more federal and state funds are poured into the program the burden of efficacy will fall upon us. We will evaluate and determine the effectiveness of these programs.

13. More emphasis on low incidence groups--The recent epidemic of rubella will lead to an influx of children who have hearing and visual problems and other handicaps.

14. Advent of young people and a new breed of workers into the field of special education. This will be good.

15. Increased programs of multiple handicapped--With advances in the medical profession, youngsters will be kept alive and will live longer.

16. Programs for emotionally disturbed--Summer programs for disturbed children.

17. Increase in the training of para-professional workers

18. Long range planning for 5 to 10 years.

Institute Organization

The guiding purpose of the institute was to answer the questions of all the participants and to give practical information that would be of assistance to local school administrators in planning, organizing, conducting, and financing sound programs of special education for handicapped children in their respective districts. It was therefore thought to be appropriate, immediately following the presentation by the guest lecturer, to ask the participants in their first small group session to raise and record the questions they thought to be of most concern to them. Each of the ensuing speakers was presented a list of these questions and he attempted to answer those pertaining to his area of specialty as it related to special education.

Following are the questions submitted by the three groups:

General Financing:

1. How is Title III utilized without Title I and VI and how is it used in conjunction with Title I and VI?

2. What is the future of Title VI?

3. As Title VI and others grow is it possible to be reimbursed before the end of the program on a quarterly basis of some other basis rather than on a yearly basis?

4. In regard to Title VI when it gets passed by the Office of Education, how long from the time the State gets notification will the school districts have notification of funding?

5. What is the relationship of Title I and VI funds? How can each be used?

6. Mr. White,when are you going to expand the special education supervisory staff to the point that you can get to the local districts that need help?

7. Is there any assistance above the Minimum Program in providing these programs?

8. Realistic figures on cost per student for special education.

9. If a district is not in compliance are there other sources of obtaining funds?

10. Is there any way to add millage for special education?

11. Can schools that are not in compliance obtain any federal aid under Title I, III, and VI?

12. What would be the yearly cost for one class at the EMR intermediate level for one year and how can it be funded? (organize and operate)

13. How to coordinate all of these agencies that finance special education programs?

14. What about transportation for special education children?

Title I:

15. How can Title I funds be used for special education?

16. What standards must Title I special education classes meet?

17. What is the future of Title I?

Title III:

18. What is being done in other states with Title III funds?

19. What is the future of Title III?

Vocational Education:

20. What and when about Vocational Education?

21. Has their plan been approved in Washington?

22. What agreement has been made between special education, vocational education and vocational rehabilitation on the state level?

23. What will be the relationship between Vocational Education, Vocational Rehabilitation, Special Education as newly defined?

24. What part of secondary special education would the Department of Vocational Education finance?

25. What type of person can they hire and if they can be reimbursed under Vocational Education program?

26. What type of certification would a teacher have to have?

27. How much reimbursement would the district get for this person?

28. Will Vocational Education help on materials?

Buildings:

29. Are any funds available for providing facilities?

Materials Centers:

30. How can the district establish contact with Southeastern Instructional Materials Center?

31. Could State Department make recommendations of materials, equipment, etc.?

32. What steps are being taken to assist districts in obtaining materials?

Vocational Rehabilitation:

33. What will be the relationship between Vocational Education, Vocational Rehabilitation, and Special Education as newly defined?

34. What are the minimum and maximum ages of pupils eligible for the Cooperative Special Education - Rehabilitation program?

35. What is considered the place of Vocational Rehabilitation in the new Vocational Education - Special Education - Vocational Rehabilitation agreement?

36. What financial assistance can be provided the local public school by the Division of Vocational Rehabilitation in a Cooperative Program?

Organization:

37. What is required in establishing speech and hard of hearing classes (new areas)?

Screening of Pupils:

38. How early can special education children be identified?

39. As a school system, what recourse do we have in identifying preschool children for special education?

40. What is meant by the comment "a more definitive diagnosis by specialists"?

41. Will there be a trend toward evaluation centers?

42. How do we effectively orient the regular classroom teacher to identify these children? What is the best way of early identification of special education child?

43. What about testing evaluation of culturally environmentally deprived child?

44. What is role of State Special Education Department in screening procedure? Why use graduate students?

45. How are we going to keep up with the testing program?

46. What is State Department policy on reports - screening records kept - central file - What goes in cumulative record for child - how much revealed?

47. What are the state requirements as to materials that go into State files of children screened for special education - all areas - What is required at the State level?

48. Will it be possible for the State Department to devise screening procedures and policies for all other areas other than mentally retarded?

49. What is role of Regional Screening Teams? Who are they and where are they?

Placement of Pupils:

50. What are legal provisions for getting a child out of special education?

51. How can he be reentered?

52. What is procedure and/or policy for re-evaluation after child has been accepted in special education?

53. Does the State Department require reapproval of classes each year and what is the date?

Teacher Training:

54. Would it be practical to have a deadline for traineeships?

55. How can State Department and colleges assist in providing personnel?

56. What is the certification for a teacher of Emotionally Disturbed?

57. What is the certification for a teacher of Perceptually Handicapped?

58. How far away are we from requirements for Emotionally Disturbed and Perceptually Handicapped?

Programming:

59. What are some criteria for setting up classes for legally blind pupils?

60. How do we meet the needs of the blind and deaf children?

61. After identification, what can be done for children in special education?

62. What is definition of Learning Disability?

63. How do we meet individual needs of children when teacher is trained only in special education?

64. What is long-range program in learning disabilities? Does State Department have long range plans in this area?

65. What is being done for gifted children? Does State Law include them? Why not?

66. How do you organize elementary and secondary programs in special education?

67. What or when is the "transition class" useful to those of special education?

68. How do we go about setting up classes for children with learning disabilities? What financial assistance can State Department give? How do we screen these children?

69. To what degree can teachers be moved in special education departmentalized? How do you list teacher and activities on Summary sheet required by State Department?

Public Relations:

70. What is the best method of getting the message to regular faculty concerning special education in general?

71. How can we get the public to understand that special education is an "umbrella" term?

72. How do we go about selling special education to the community?

73. How do we go about selling special education program to parents?

74. How do we get parents to accept fact that children are mentally retarded?

Presentations by State Department of Education Personnel in the Various Areas of Specialty

As no prepared papers were requested, and there was much reaction and participation by the audience, the complete presentations cannot be reproduced. However, brief summaries, extracts, and commentaries are included in this report. Also, pertinent materials on some topics are here reproduced.

Minimum Foundation Program and Title VI, ESEA Financing

by
Herman K. White
Supervisor of Special Education
P.O. Box 771
Jackson, Mississippi

The State Minimum Foundation Program and Title VI of the Elementary and Secondary Education Act have been the most effective tools in financing special education programs for Mississippi. Under the provisions of House Bill No. 404, Section 2, 6248-02, (a) it is provided that: "....one-half of a teacher unit shall be added to the teacher unit allotment for each county and for each separate school district...for each teacher employed in a special education class as authorized by chapter 283, laws of 1952, as now or hereafter amended and approved by the State Department of Education." (b), "...provided further that the State Board of Education is hereby authorized and empowered to make such payments to all districts as deemed necessary in connection with transporting exceptional children as defined in chapter 283, of the laws of 1952, and the amendments thereto."

Title VI of the Elementary and Secondary Education Act provides federal funds to "initiate, expand and improve programs of special education for handicapped children".

By combining these resources we have been able to increase the number of classes from 244 in the 1967-68 school year to 360 in the 1968-69 school year.

Further information may be obtained by contacting Mr. Herman K. White in the State Special Education Office, P. O. Box 771, Jackson, Mississippi.

The Relationship of ESEA Title I and Special Education

Summary of Presentation
by
Mr. A. C. Bilbo

Since the initiation of Title I of the Elementary and Secondary Education Act of 1965 to enhance the educational opportunities of dis-

advantaged children target area schools have utilized funds provided to initiate and maintain special education classes for handicapped children. It is entirely appropriate that Title I funds be used for this purpose as the law itself states that all handicapped children shall be considered disadvantaged children for the purpose of this act. It is necessary, however, for the application to contain a description of special education activities including budgetary provisions.

Projects containing provisions for special education of the handicapped are referred by the Title I Office to the Special Education Office of the State Department of Education for review and approval before this specific part of the application is approved. Special education units under Title I must meet the requirements established by the State Department of Education for the approval of state supported special education programs. It is anticipated that a very close working relationship will be maintained to assure high quality units under this program.

Specific information can be obtained by contacting Mr. W. L. Hearn, Coordinator, Title I, ESEA, P. O. Box 771, Jackson, Mississippi.

The Relationship of ESEA Title III and Special Education
Summary of Presentation
by
Mr. W. O. Best

Title III of the Elementary and Secondary Education Act of 1965 through its amendment of December, 1967, provides that a minimum of 15% of the funds be used in support of projects for handicapped children. The Title III ESEA Program in Mississippi provides for this requirement by stating in both the State Title III Manual and our State Plan that continuous records will be maintained of the amounts of money committed to projects providing for handicapped children. During project submission periods, a close check will be kept to determine whether the 15% requirement has been met. Until this is accomplished, priority will be given to projects for handicapped chldren; however, since the main intent and the purpose of Title III is to provide innovative and exemplary programs in meeting persistent educational problems, these handicapped projects must be of an innovative and exemplary nature. Both the State Advisory Council and the Panel of Experts contain members proficient in knowledge of Special Education.

For Fiscal Year 69 almost 29% of funds available for supporting projects, has gone to projects for the handicapped children. In the State Department of Education, Division of Instruction, the Supervisor of Special Education and the Title III Coordinator maintain a very close working relationship to assure not only the funding of projects for handicapped children, but for a smooth and beneficial operation.

Further information may be secured by contacting Mr. W. O. Best, Coordinator of Title III, ESEA, P. O. Box 771, Jackson, Mississippi.

Agreement of Cooperation Between The Divisions of Instruction And Vocational Rehabilitation of The Mississippi Department of Education And Public School Districts Within The State

Presented by Mr. W. H. Furr

Special Education officially began in Mississippi in 1952 in the elementary schools of the state. Since that time most of the pupils who have been enrolled in such classes have been retained in school and consequently many have progressed to secondary age level programs. An appreciable number of these pupils are of employable age and are believed to be eligible for and in need of Vocational Rehabilitation services. There is an obvious lack of continuity or transition from Special Education to employment. It is strongly felt that the most effective and economical way of bridging this gap is through a close cooperative working arrangement between the Divisions of Instruction and Vocational Rehabilitation. Administrators of public school systems have expressed a desire for assistance with this problem.

In view of the fact that such services are not generally provided, the above named divisions and the said school system mutually agree as follows:

To establish and operate special vocational rehabilitation facility units in a secondary school setting, for the primary purpose of assisting in the rehabilitation of educable physically and/or mentally handicapped young persons of eligible rehabilitation age.

The program of services consists of (1) those services which are currently, traditionally, and legally the functions of special education, as described and assigned in the attached plan, and will be provided under the administration and supervision of the local public school district in cooperation with the Division of Instruction of the Mississippi Department of Education; (2) those services which are currently, traditionally, and legally the function of vocational rehabilitation, as described and assigned in the attached plan and will be provided under the direction and supervision of the Vocational Rehabilitation Division of the Mississippi Department of Education.

<u>The Division of Instruction of the Mississippi Department of Education agrees</u>:

1. To allot to the applicant school district in accordance with the provisions of House Bill No. 404, Chapter 295, Mississippi School Code, 1960 Supplement, funds for the support of the above mentioned units.

2. To provide technical consultation as may be needed through staff personnel.

3. To determine and certify to the Vocational Rehabilitation Division that the Vocational Adjustment Counselor meets the minimum standards established cooperatively by the Division of Instruction and Vocational Rehabiltation Division for such position.

4. To approve the establishment of the special facility (unit).

5. To perform the other duties and functions assigned, and carry out the program as described in the attached plan.

The Division of Vocational Rehabilitation of the Mississippi Department of Education agrees:

1. To assign, with the concurrence of the local school administrator, a rehabilitation counselor for each special rehabilitation unit, who will perform the functions described in the attached plan.

2. To approve the plan of operation. Such approval will be based on a determination that the school district meets minimum standards as related to personnel, facilities, and program objectives.

3. To approve the nature and scope of services to be provided by Vocational Rehabilitation, as distinguished from training courses and other services which are included in the school curriculum.

4. To determine eligibility of all clients receiving vocational rehabilitation services as distinguished from special education services, and as described in the attached plan.

5. To authorize all vocational rehabilitation expenditures.

6. To approve all individual vocational rehabilitation plans.

7. To accept referral of those physically and mentally handicapped individuals who need and are eligible for vocational rehabilitation services over and above those provided by the public school district, and to provide necessary services in accordance with provisions of the approved State Plan for Vocational Rehabilitation.

8. To provide administrative, technical, and consultative services as may be needed through State and district Vocational Rehabilitation staff.

9. To develop a budget for the operation of the facility unit.

10. To perform other duties and functions assigned and carry out the program as described in the attached plan.

The Participating Public School District agrees:

1. To establish the special facility unit as described in the attached plan.

2. To administer the special education program as distinguished from the vocational rehabilitation phase of the total program.

3. To provide the required space, maintenance of building, necessary utilities, custodial help, et cetera.

4. To designate, with the concurrence of the Directors of Vocational Rehabilitation and Instruction, a vocational adjustment counselor who will function as a member of the Vocational Rehabilitation staff in rendering Vocational Rehabilitation services.

5. To receive and disburse funds allotted to the special facility unit, in accordance with and for the purpose described in the attached plan.

6. To prepare and submit an annual budget.

7. To maintain appropriate accounts and records and make such reports as may from time to time be reasonably required.

8. To provide access to school records and school evaluations.

9. To coordinate existing services within the school with the special rehabilitation program.

10. To perform the other duties and functions assigned and carry out the program as described in the attached plan.

The agreement may be terminated by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

_____ Superintendent _____ Date

_____ School District

_____ Director _____ Date
Division of Vocational Rehabilitation

_____ Director _____ Date
Division of Instruction

Further information on the Vocational Rehabilitation - Special Education Program may be obtained by contacting Mr. W. H. Furr, Chief of Rehabilitation Services, Division of Vocational Rehabilitation, P. O. Box 1698, Jackson, Mississippi.

Cooperative Agreement Between The Vocational Education Division And The Special Education Office of The Division of Instruction

Presented by Mr. W. T. Taylor

PURPOSE:

This agreement is entered into by the Divisions of Vocational Education and the Special Education Office of the Division of Instruction for the purpose of providing vocational education services to the educable physically and/or mentally handicapped young persons of secondary school age. The close coordination of these two divisions will allow available funds to be used more effectively in training the handicapped. This will be accomplished by each party performing certain duties and responsibilities as outlined in this agreement.

MAJOR RESPONSIBILITIES OF VOCATIONAL EDUCATION will be:

1. May provide vocational instruction and occupational orientation through a local sponsoring public school for designated handicapped pupils recommended by the Special Education Office of the Division of Instruction. This will be limited to classes that average eight (8) or more in number. Vocational education instruction may be conducted in available facilities provided by the sponsoring public school.

2. Vocational instruction will be given in an area where there is a reasonable expectation of employment and the student should finish at an age that would be acceptable for employment.

3. May provide the necessary special equipment needed to carry out an effective instructional program.

4. Will provide the Special Education Office of the Division of Instruction with individual progress reports, as deemed necessary.

5. Will provide supervision and other services for that portion of the program for which the division is responsible.

6. Will consult with, and secure the consent of the supervisor of the handicapped children's part of the Special Education Office of the Division of Instruction, and the supervisor of the Cooperative Special Education - Vocational Rehabilitation Program before making any policy changes in special classes to which the above named divisions are parties.

MAJOR RESPONSIBILITIES OF THE SPECIAL EDUCATION OFFICE OF THE DIVISION OF INSTRUCTION will be:

1. To approve the establishment of special education classes or units in the public schools in keeping with the provisions of House Bill 51, 1952 General Session of the Mississippi Legislature, as subsequently amended.

2. To allot to the applicant school district, in accordance with the provisions of House Bill No. 259, Chapter 392, Mississippi School Code, 1968 Supplement, funds for the support of the classes or units.

3. To provide through Special Education staff personnel technical consultation as may be needed.

4. To determine and certify to the Division of Vocational Education that classes or units meet the standards established by law and any additional ones agreed upon by the Division of Vocational Education, the Division of Vocational Rehabilitation, and the Special Education Office. These shall include class size, qualifications of teachers, screening of pupils for eligibility, facilities, and curriculum.

5. To assist, financially and otherwise, in the further preparation of Vocational Education staff in the principles, methods, and techniques of teaching the handicapped, where such assistance is needed and available.

6. To emphasize in the special education classes the teaching of personal and social adjustment, aids to daily living, functional academic skills, and other activities related to or that would enhance the vocational education program for handicapped pupils.

7. To advise with, instruct, and assist Vocational Education Counselors in surveying for preliminary screening, and identifying handicapped pupils for cooperative vocational education - special education classes, units, or programs.

8. To assist, upon request, local public schools in preparing their vocational education plans pertaining to the handicapped.

9. To consult with, and secure the consent of the supervisor of the handicapped children's part of the Vocational Education Program, and the supervisor of the Cooperative Special Education - Vocational Rehabilitation Program before making any policy changes in special classes to which the above named divisions are parties.

It is mutually agreed that the details of all programs proposed under this agreement will be worked out jointly.

DIRECTOR, Division of Vocational Education	DIRECTOR, Division of Instruction
Date:_____	Date:_____

Further information on the Special Education - Vocational Education Program may be obtained by contacting Mr. W. T. Taylor, Supervisor of Disadvantaged and Handicapped, Division of Vocational Education, P. O. Box 771, Jackson, Mississippi.

Instructional Materials Center
Presented by
Mr. Herman K. White

Under the provisions of Title VI, ESEA, it has been deemed feasible to conduct a Special Education Instructional Materials Center. The purpose of the materials center is to make available for examination materials to teachers and administrators in order that they might evaluate and determine the appropriateness of this material for their individual classes and programs. The material is currently being ordered, staff has been employed, and we expect the Materials Center to be operated during the 1969-70 school year. The Materials Center will be located in the State Department of Education Professional Library, 420 North State Street, Jackson, Mississippi.

Mr. Herman K. White, Supervisor of Special Education, P. O. Box 771, Jackson, Mississippi, may be contacted for further information regarding the Special Education Instructional Materials Center.

Thursday's General Session consisted almost entirely of answering questions pertaining to local school - state special education office functions and relationships. Much of the discussion was by the audience and no presentations as such were made. It is impossible, therefore, to summarize the discussion or contributions by each of the State Special Education Office personnel. Information on questions concerning Organization, Screening of Pupils, Placement of Pupils, Teacher Training, Programming, and Public Relations may be secured by requesting it from the Office of Special Education, State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.

Institute Critique

At the close of the Institute, each participant was asked to write and submit, unsigned, his honest appraisal of the institute and suggest ways in which it could have been better planned and conducted. All evaluations submitted are reproduced below as actual quotes:

"This has been one of the most beneficial workshops I have ever attended. The consultants were superb. Group meetings were very beneficial. Every question was answered satisfactorily, if not opportunity was given for clarification. Please continue to have these workshops to keep administrators aware of the needs for special education and the services afforded by the State Department."

"I have enjoyed these days very, very much. The programs have been well organized and carried out. It has been good to share the experiences with each other. Much good can and will come from this meeting. All the people on program have done a good job."

"Generally well organized and very informative. Strongly agree with over-all 'question - answer' session. Would have enjoyed more time with consultants. More help for the beginners in the program in another session."

"An excellent over-all program from which I have derived some much-needed information and clarification of some questions about various phases of the special education program. I am particularly appreciative of the fact that the participants by and large, were thinking and planning from the same general frame of reference."

"I feel that the overall program was very good, especially the question and answer sessions. A great deal of information was gained from listening to the experiences of others in related areas."

"It was one of the most informational meetings that I have attended."

"This kind of institute is excellent. It seems that if more administrators could have been included it would have even made it more profitable - especially those who are not sold on special education."

"Generally excellent. I see a need for more of these institutes. Also more 'free lance' group discussions and communication on what each district is doing in this area."

"This has been a very helpful conference. I feel that many question marks have been removed."

"I felt that much was accomplished at these meetings and I especially enjoyed the panel discussion the last day. My appreciation very much to Dr. Burris for his efforts in making this a success."

"The group discussions were more helpful than the speeches. The programs in other school systems stimulate interest and ideas. The explanation of Title programs would be more interesting to 'first timers' than to the more experienced. It is helpful as always with a delightfully helpful staff."

"Questions from the group seemed to identify the 'needs' of the administrators very well. Excellent participation. Profitable for all."

"I enjoyed taking part in the Institute for Administrators of Special Education. Fully believe it benefited me most the last days group discussion of questions and answers."

"The three day workshop has been most profitable as ideas, questions and needed information was shared. The speakers presented to the group in interesting fashion much material which answered many questions. And, those attending shared vital problems together. This was an excellent opportunity to 'clear the air' on some questions and encourage continued growth."

The institute was worthwhile and beneficial and the staff should be commended for the organization and the comments. I hope I have an opportunity to attend other meetings of this type for I know it will be helpful to me in the future."

"The institute was in my opinion a tremendous success. The idea of getting questions was good. A series of institutes involving special education teachers, principals and counselors would be helpful."

"This program was well organized. I feel that more time could be spent pertaining to organization, structure and problems to each of the specialities."

"This has been a fine effort to share 'important' information concerning special education. It has I believe opened new pathways of 'communication'. This type of conference should be open to more of our special education workers, the teachers."

"This meeting has generally been most beneficial to me. Although our individual problems may differ, we do share some common needs and these have been met, in large part, by the questions raised and the answers given in this session. Please organize more meetings of this kind."

"This has been a real inspiration to me. I believe I can now do a better job in the supervision of special education."

"The question and answer period was the highlight of the institute. I think we have promoted better relations between school districts and state departments. My program will be helped by better planning as a result of this conference."

"I came with not too much knowledge about special education even though I have in some way been associated with some classes. I still do not know as much as I would need to know to be an effective administrator of a program. I believe I know the sources from which I could get what I would need to know. I have enjoyed the conference and I thank you for inviting me."

"The entire institute was interesting and informative. The only two criticisms I can render effectively are 1 - For beginning programs some of the terminology is ambiguous and not definitive enough so that it is rendered in 1, 2, 3 order of exactly how to set up a program and 2 - in areas of low incidence and smaller schools, the application of the information can not be put to practical use as well as in larger systems due to smaller budgets and fewer qualified personnel."

"I felt the program was one of the best I have attended. I feel that this type of program could be of use each year since the area of retardation is growing in acceptance and the areas of exceptionality are growing as well as the program. I do feel a invitation to the president of school boards to this type of program would greatly help in building special education in Mississippi."

"I have had no experience with special education and did not know what to expect. We are interested in a program since it appears we will soon have some federal funds available. I thoroughly enjoyed the institute and was very much impressed withe the calibre of the school personnel present."

List of Participants
Special Study Institute on Administration
of Special Education

Mr. James F. Brent
Long Beach Public Schools

Mr. Jack C. Cochran
Jackson Public Schools

Mr. Harry Cole
Lincoln County Schools

Dr. Paul D. Cotten
University of Southern Mississippi

Mr. Tom Coward
Jones County Schools

Miss Amanda Elzy
Leflore County Schools

Miss Inez L. Ford
New Albany Public Schools

Mr. Glenn R. Gammill
Oktibbeha County Schools

Mr. William B. Hall
The Universities Center - Jackson

Mr. Maurice Hammond
Jackson County Schools

Mrs. Mary Jo Hannaford
Hinds County Schools

Dr. H. W. Hargrove, Jr.
The Universities Center - Jackson

Mr. Claude Hathorne
Covington County Schools

Miss Ann Hewitt
Madison County Schools

Miss Dorothy Ishee
Forest Public Schools

Mr. Charlie Jacobs
Jackson Public Schools

Mr. Bart MacNeill - Group Leader
Noxubee County Schools

Mr. Ray McGee
Leake County Schools

Mrs. Annie L. McBrayer
Columbia Public Schools

Mr. Kenneth A. McRaney- Group Leader
Jackson Public Schools

Mr. James M. Marble
State Department of Education

Mr. Guy Millis
Coahoma County Schools

Mr. Gene Meadows - Group Leader
Greenville Public Schools

Mr. Jimmy L. Nelson
Lafayette County Schools

Dr. John M. Norsworthy
University of Southern Mississippi

Mr. Charles B. Powell
Picayune Public Schools

Miss Tommie L. Rigdon
Meridian Public Schools

Mrs. Rena Roach
Greenwood Public Schools

Mr. Lawrence A. Smith
Lauderdale County Schools

Mr. William R. Smith
Lamar County Schools

Mr. J. W. Stampley
Clarksdale Public Schools

Mrs. E. C. Stuart
Poplarville Public Schools

Mr. Wiley C. Thornton
Jackson Public Schools

Mrs. Jeanette H. Ware
Pascagoula Public Schools

Mr. Joe White
Humphreys County Schools

Mr. John E. White
Ocean Springs Public Schools

Dr. Ralph White
Special Education Services Center - Oxford